

CPSE 430 - Teaching Read/LA Disabilities

Winter 2016

Section 002: 277 MCKB on M W from 9:00 am - 10:15 am

Instructor/TA Info

Instructor Information

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Course Information

Description


This course teaches a practical and hands on approach for teaching reading and writing to students with disabilities. Teacher candidates will learn to develop and deliver instruction and assess student performance in the critical areas of reading and writing.

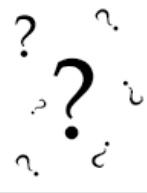
Prerequisites

Admission to special education major or licensure program.

Materials

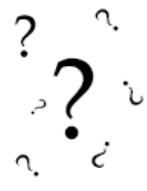
Item	Price (new)	Price (used)
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	FUND IN SENTENCE WRITING STUDENT MATERIALS (NOT CD) <i>Required</i> by SHELDON, J	16.70
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TEACHING RDG STUDENTS AT RISK
W/ACCESS PKG 3E 3-HOLE *Required*
by BURSUCK, W

72.00



FUND IN SENTENCE WRITING INSTR MANUAL
#4-1015A *Required*
by SCHUMAKER, J

20.00

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Learning Outcomes

IEP

1. Write IEP present levels of educational performance and, measurable annual goals for reading.

Core curriculum for reading and language arts

2. Demonstrate knowledge of core curriculum for reading and language arts

Analyze learning objectives

3. Task analyze learning objectives for reading and language arts

Daily lesson plans

4. Plan daily lessons for reading and language arts.

Dynamic Indicators

5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.

Matching student instructional reading levels

6. Choose reading materials to match student instructional reading levels.

Teaching of the 5 areas of the national reading panel

7. Demonstrate the teaching of the 5 areas of the national reading panel

Teach writing

8. Demonstrate the teaching of writing.

Progress monitoring data

9. Demonstrate the use of progress monitoring data to make instructional decisions.

1. Write IEP present levels of educational performance and, measurable annual goals for reading.

2. Demonstrate knowledge of core curriculum for reading and language arts

3. Task analyze learning objectives for reading and language arts

4. Plan daily lessons for reading and language arts.

5. Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to benchmark and monitor reading progress of one early elementary student.
6. Choose reading materials to match student instructional reading levels.
7. Demonstrate the teaching of the 5 areas of the national reading panel
8. Demonstrate the teaching of writing.
9. Demonstrate the use of progress monitoring data to make instructional decisions.

Attendance Policy

You are expected to come to each class session prepared and to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. Concerns with attendance and/or professionalism will result in a conference with the professor and a 10% drop in your grade.

The Interstate New Teachers Assessment and Support Consortium (INTASC)

The CEC Standards

In 1922 the founders of CEC embraced professional standards and ethics for the field of special education. As the recognized leader for special education professional standards, CEC develops standards, ethics and practices and guidelines to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.

CEC Initial Preparation Standards (2012)

Learner and Learning

1.Learner Development and Individual Learning Differences

2.Learning Environments

Content Knowledge and Professional Foundations

- 3. Curricular Content Knowledge
- Instructional Pedagogy
- 4. Assessment
- 5. Instructional Planning and Strategies
- Professionalism and Collaboration
- 6. Professional Learning and Practice
- 7. Collaboration

Assignments

Assignment Description

IRIS Module Exam

Due: Wednesday, Jan 06 at 11:30 am

Take this test as a measure of your understanding of the RTI IRIS Module
Print DIBELS Next Benchmark materials

Due: Monday, Jan 11 at 9:00 am

1. Go to DIBELS Next Website <http://www.dibels.org/next.html>
2. Sign up for a password and log in
3. Print Benchmark Student Materials for all grades

*Do not print Benchmark booklets or progress monitoring materials until you receive instructions from me in class.

Bring all printed materials to class on Jan 11. The printed pages should be organized. You can have them bound or in a notebook.

This assignment is worth 10 points. All pages must be printed and brought to class in an organized format to receive full credit.

Study Guide #1 Quiz

Due: Wednesday, Jan 20 at 9:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members performance.

Study Guide #1

Due: Wednesday, Jan 20 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Progress Monitoring Benchmark

Due: Monday, Jan 25 at 9:00 am

Benchmark Assignment

1. Find two students who you will progress monitor this semester.

-One student should be reading between pre K and 1st grade.

Actual Age/Grade Level: Age 3-Grade 6

Skill Level: minimum skills know some letter names and sounds and maximum skills read on a 1st grade level

-One student should be reading above 2nd grade

Actual Age/Grade Level: Grade 1-Grade 12

Skill Level: minimum skills read on a third grade level and maximum skills read on a 8th grade level

2. Give the following benchmark tests to the student reading preK to 1st grade

-Give the 1st grade DIBELS Assessment LNF, PSF, NWF, DORF

-Writing CBA

3. Give the following benchmark tests to the student reading above 2nd grade

-Give the 1st grade DIBELS Benchmark Assessment LNF, PSF, NWF, DORF

-Give the DIBELS Benchmark Assessment for their grade level

-Writing CBA

-DAZE 3rd Grade

4. Bring completed benchmark materials to class on Jan 25th

Study Guide #2 Quiz

Due: Wednesday, Jan 27 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #2

Due: Wednesday, Jan 27 at 9:00 pm

Go to digital dialog and complete this assignment with your group members.

Study Guide #3

Due: Wednesday, Feb 03 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Phonemic Awareness Assignment

Due: Wednesday, Feb 03 at 11:59 pm

This assignment will be completed in a group. Groups will be arranged based on your early readers performance on DIBELS PSF.

Please complete this assignment on a google doc and share the google doc with heidinelsonbyu@gmail.com

Phonemic Awareness Assignment.2016.docx [Download](#)

Phonemic Awareness Assignment Rubric.2016.docx [Download](#)

Study Guide #3 Quiz

Due: Monday, Feb 08 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Progress Monitoring Graphs

Due: Wednesday, Feb 10 at 9:00 am

Progress Monitoring Graphs

Using your knowledge from IP&T prepare graphs for students you are progress monitoring.

1. For the beginning reader progress monitor in all deficit areas as determined by your DIBELS benchmark Data. Prepare graphs in all areas in which you are progress monitoring. (Choose 2 areas from your DIBELS assessment to progress monitor)
2. For the advanced reader progress monitor in all deficit areas as determined by your DIBELS, Daze, and writing benchmark Data. You must progress monitor this student in ORF, DAZE and Writing (Using the writing CBM). Prepare graphs in all areas in which you are progress monitoring.
3. For the advanced reader Use Survey Level Assessment to determine students reading level and what level you will progress monitor them in DORF (Turn in survey level assessment form if used to determine progress monitoring level)
4. Each graph should include a benchmark, target, and aimline.
5. The graph should be labeled according to instructions learned in CPSE 410.

Summary

Younger student (at least 2 DIBELS graphs)

Older student (at least 1 DIBELS ORF Graph, Daze graph, Writing CBM graph)

6. Upload your graphs to your IP&T Website
7. Send a link to your graphs to heidi_nelson@byu.edu by Feb 8.
8. Turn in your Survey Level Assessment and Writing CBM for your advanced reader in class on Feb 8.

Phonics Beginning Reading-Alphabetic Principle

Due: Tuesday, Feb 16 at 11:59 pm

This assignment will be completed in a group. Groups will be arranged based on your early readers performance on DIBELS NWF.

Please complete this assignment on google docs and share it with heidinelsonbyu@gmail.com

Alphabetic Principle Assignment Rubric.2016.docx [Download](#)

Alphabetic Principle Assignment Rubric.2016.docx [Download](#)

Study Guide #4 Quiz

Due: Wednesday, Feb 17 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #4

Due: Wednesday, Feb 17 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Study Guide #5 Quiz

Due: Monday, Feb 22 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Progress Monitoring Midterm Submission

Due: Monday, Feb 22 at 9:00 am

Progress Monitoring Mid Term

1. You must have one benchmark score and one progress monitoring score for each graph you submit.
2. Each graph should include a benchmark, target and aimline. The graph should be labeled according to instructions learned in CPSE 410.
3. The graphs should be uploaded to your IP&T website.
4. Submit your link to all your progress monitoring graphs to heidi_nelson@byu.edu by Feb 22.
4. Turn in your progress monitoring booklets and writing CBM in class on Feb 22.

Study Guide #5

Due: Monday, Feb 22 at 9:00 pm

Go to digital dialog and complete this assignment with your group members.

Advanced Word Reading and Fluency Assignment

Due: Monday, Feb 29 at 11:59 pm

This assignment will be completed in groups. Groups will be arranged based on your advanced readers performance on DIBELS DORF.

Complete this assignment using Google docs and share it with heidinelsonbyu@gmail.com

[Advanced Reading and Fluency Assignment.2016.docx](#) Download

[Advanced Word Reading Assignment Rubric.2016.docx](#) Download

Study Guide #6 Quiz

Due: Wednesday, Mar 02 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #6

Due: Wednesday, Mar 02 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Study Guide Quiz #7

Due: Monday, Mar 07 at 12:00 am

This is the individual portion of your study guide. Please complete this short assessment to indicate your reading completion of the chapter and to discuss your group members' performance.

Study Guide #7

Due: Monday, Mar 07 at 9:00 am

Go to digital dialog and complete this assignment with your group members.

Comprehension Assignment

Due: Monday, Mar 14 at 11:59 pm

This assignment will be completed in a group. Groups will be arranged based on your advanced readers performance on DIBELS Daze.

Complete this assignment on Google docs. Share it with heidinelsonbyu@gmail.com

Comprehension Assignment.2016.docx [Download](#)

Comprehension Assignment Rubric.2016.docx [Download](#)

Comprehension Individual Lesson Plan

Due: Monday, Mar 21 at 9:00 am

This is the individual portion of your comprehension assignment. Each student will complete a lesson plan using one of your objectives from the unit framework. Each student should submit a lesson plan on learning suite. The lesson plan is worth 10 points.

Submit the lesson plan on Learning Suite.

THE OFFICIAL DI LP Template 2015.docx [Download](#)

Prometheum Board Assignment Group

Due: Monday, Mar 28 at 9:00 am

You will prepare a Prometheum Board Lesson on Writing using knowlege from your IP&T class and your CPSE 430 class.

You will work with your study guide group to prepare a 20 minute lesson using any of the strategies you have learned in class this semester. Your lesson can cover one of the 5 elements of reading we have discussed in class or it can cover multiple elements. You should submit a written lesson plan that includes a PLAAFP, IEP goal, unit objective, and daily objective based on one of your DIBELS students. Please also include an outline of your teaching strategies and how you will assess the lesson.

You will be given a group score out of 15 based on your skills in using the promethean board, your knowledge of reading instruction, your ability to use the lesson enhancements we have discussed in class, and your teaching demeanor.

Promethean Board Individual

Due: Monday, Mar 28 at 9:00 am

You will receive an individual score out of 10 points for your lesson. You will be graded on your teaching manner, your understanding of the reading elements you are teaching, your use of the lesson enhancements we learned in class, your comfort level with using technology, and using your time well.

CPSE 430 CBM

Due: Monday, Apr 04 at 1:00 am

The CPSE 430 Curriculum Based Measure is taken in class. It is worth 20 points. To receive full points you need to score 55/59. This CBM will be taken 6 times in class during the course of the semester. If you need to receive additional administrations of the assessment, see the professor.

Writing Assignment

Due: Wednesday, Apr 06 at 9:00 am

Writing Assignment

This assignment will be completed individually based on your summer practicum assignment. Submit this assignment on LS.

[Writing Assignment.2016.docx](#) Download

[Writing Assignment Rubric.2015.docx](#) Download

Progress Monitoring Final Submission

Due: Monday, Apr 11 at 9:00 am

Progress Monitoring Final Submission

1. You must have one benchmark and three progress monitoring scores for each graph you submit.
2. Each graph should include a benchmark, target, aimline, and trendline. The graph should be labeled according to instructions learned in CPSE 410.
3. Each graph should be added to your IP&T Website
4. Submit your link to all your progress monitoring graphs to heidi_nelson@byu.edu by April 11.

5. Submit a page with 2 recommendations for each area the student was progress monitored in on learning suite on April 11.
6. You do not need to re-submit your booklets.

Writing Individual Lesson Plan

Due: Monday, Apr 11 at 9:00 am

Each student will complete a lesson plan using one of your objectives from the unit framework. Each student should submit a lesson plan on learning suite. The lesson plan is worth 10 points.

Submit the lesson plan on Learning Suite

[THE OFFICIAL DI LP Template 2015.docx](#) Download

CPSE 430 Final Closed Book

Due: Monday, Apr 11 at 2:00 pm

Final

CPSE 430 Final Open Book

Due: Monday, Apr 11 at 2:00 pm

After you have completed the closed book portion of the exam, you will take this portion of the exam using the Teaching Reading to Students who are at Risk or Have Disabilities textbook.

Reading/Writing Assignment

Due: Monday, Apr 11 at 11:59 pm

During this class you will need to read and write on your own. Choose 2 of the following options to complete for this assignment.

1. Read ten picture books
2. Read two Novels
3. Write ten journal pages
4. Write two 3-page stories or essays

Schedule

Date	Column 1	Column 2	Assignments
M Jan 04 Monday	First Day of Winter Semester (01/04/2016 - 04/12/2016)	IRIS Module Multi-Tiered Instruction in Reading	
W Jan 06 Wednesday		Introduction to Course	IRIS Module Exam
M Jan 11 Monday	Add/Drop Deadline (Full Semester & 1st Term)	Benchmark Review DIBELS Daze Writing CBA	Print DIBELS Next Benchmark materials
W Jan 13 Wednesday		Progress Monitoring for Reading and Writing in a Multi- Tiered Model	Study Guide #1 Quiz Opens
M Jan 18 Monday	Martin Luther King Jr Day No class-Holiday		No Class
W Jan 20 Wednesday		Principles of Direct Instruction for Teaching Reading and Writing	Read Ch. 1 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #1 Quiz Closes Study Guide #1
M Jan 25		Progress Monitoring	Progress Monitoring

Monday	for Reading and Writing in a Multi-Tiered Model	Benchmark Study Guide #2 Quiz Opens
W Jan 27 Wednesday	Phonemic Awareness	Read Ch. 2 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #2 Quiz Closes Study Guide #2
M Feb 01 Monday	Phonemic Awareness In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS benchmark data for your early reader.	
W Feb 03 Wednesday	Phonemic Awareness In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS benchmark data for	Study Guide #3 Quiz Opens Study Guide #3 Phonemic Awareness Assignment

		your early reader.	
M Feb 08 Monday		Alphabetic Principle	Read Ch. 3 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i> Study Guide #3 Quiz Closes
W Feb 10 Wednesday		Alphabetic Principle In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS Benchmark Data for your early reader.	Progress Monitoring Graphs Study Guide #4 Quiz Opens
M Feb 15 Monday	Presidents Day No Class-Holiday		
T Feb 16 Tuesday	Monday Instruction	Alphabetic Principle In Class Assignment You must be present in class to receive full credit for this assignment Bring your DIBELS Benchmark Data for your early reader.	Phonics Beginning Reading-Alphabetic Principle

<p>W Feb 17 Wednesday</p>	<p>Advanced Word Reading</p>	<p>Read Ch. 4 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i></p> <p>Study Guide #4 Quiz Closes Study Guide #4 Study Guide #5 Quiz Opens</p>
<p>M Feb 22 Monday</p>	<p>Reading and Writing Fluency</p>	<p>Progress Monitoring Midterm Submission</p> <p>Read Ch. 5 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i></p> <p>Study Guide #5 Study Guide #5 Quiz Closes</p>
<p>W Feb 24 Wednesday</p>	<p>Advanced Word Reading In Class Assignment You must be present in class to recieve full credit for</p>	<p>Study Guide #6 Quiz Opens</p>

	<p>this assignment</p> <p>Bring your DIBELS Benchmark data for your advanced reader</p>	
<p>M Feb 29 Monday</p>	<p>Advanced Word Reading In Class Assignment</p> <p>You must be present in class to receive full credit for this assignment</p> <p>Bring your DIBELS Benchmark data for your advanced reader</p>	<p>Advanced Word Reading and Fluency Assignment</p>
<p>W Mar 02 Wednesday</p>	<p>Vocabulary</p>	<p>Read Ch. 6 in <i>Teaching Reading to Students Who Are at Risk or Have Disabilities</i></p> <p>Study Guide #6</p> <p>Study Guide #6</p> <p>Quiz Closes</p> <p>Study Guide Quiz #7 Opens</p>
<p>M Mar 07 Monday</p>	<p>Reading Comprehension</p>	<p>Read Ch. 7 in <i>Teaching Reading to Students Who Are at Risk or Have</i></p>

Disabilities

**Study Guide #7
Study Guide Quiz
#7 Closes**

W Mar 09
Wednesday

Comprehension In
Class Assignment
You must be
present in class to
recieve full credit for
this assignment
Bring your DIBELS
Daze data for your
advanced reader

M Mar 14
Monday

Comprehension In
Class Assignment
You must be
present in class to
recieve full credit for
this assignment
Bring your DIBELS
Daze data for your
advanced reader

**Comprehension
Assignment**

T Mar 15
Tuesday

**Withdraw Deadline
(Full Semester)**

W Mar 16
Wednesday

Reading Mastery
Introduction

M Mar 21
Monday

Reading Mastery
Introduction

**Comprehension
Individual Lesson
Plan**

W Mar 23 Wednesday	Video tape Prometheum board lessons in class.	
M Mar 28 Monday	Video tape Prometheum board lessons in class.	Prometheum Board Assignment Group Promethean Board Individual
W Mar 30 Wednesday	Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.	Read Fundamentals of Sentence Writing Instructors Manual
M Apr 04 Monday	Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.	
W Apr 06 Wednesday	Fundamentals of Sentence Writing Bring Fundamentals of Sentence Writing Instructor's Manual and Student Materials to class.	Writing Assignment
M Apr 11 Monday	Writing Process	Progress Monitoring Final Submission Writing Individual

		Lesson Plan Reading/Writing Assignment
T Apr 12	Last Day of Winter	
Tuesday	Semester (01/04/2016 - 04/12/2016)	
W Apr 13	First Day of Winter	
Wednesday	Exam Preparation (04/13/2016 - 04/14/2016)	
M Apr 18		
Monday		
W Apr 20		
Wednesday		

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Grading Expectations

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time and effort into this course in order to receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completing all coursework, and participating in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170

WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.